Chapter One The Multigrade Scene - Past and Present	1
The general picture	1
A note on terminology	5
The structure of this book	9
Chapter Two Literacy and Basic Education – an Imperative for Individuals and Societies	r 11
The overall benefit of basic education	11
Economic development and poverty reduction	12
Empowerment and democracy	16
Other considerations: individual, social, cultural, health, environmental	19
Development and prosperity: basic education as a precursor?	21
General Minimum standards	22
The language of instruction	23
Curricular content	26
Teaching methods	27
Conclusion	30
Chapter Three Illiteracy: The Intractable Problem?	31
The matter of educational expenditure	31
School attendance	32
. !!	

How widespread is the illiteracy problem?	33
Getting to school and staying the course	35
Is illiteracy intractable?	36
Chapter Four Some features of the small multi-grade school	.37
The Multi-grade School: necessary, if not necessarily desirable?	37
The Social Structure of Small Multi-Grade Schools	38
The small multi-grade school and the community	41
Educational and Social Features of the Small Multi-grade School	43
School and Community	45
Small Multi-Grade Schools and Attainment	46
Towards a conclusion: multi-grade schools - more than a necessity	
	48
Chapter Five The UNESCO-Norwegian Initiative: Enhancing the Effectiveness of Multi-Grade Classes and Single-Teacher Schools	
Background	50
The full-scale project	52
Perspectives	52
Aims and objectives	55
Selecting a strategy	57
Programme implementation and scaling	58
The full scale project – concluding remarks	61
The Ethiopian Pilot Project; outline, launching and evaluation	62
Introduction	62
Choice of target country	62
The Pilot Study: Aims, objectives and activities	64
, , , , , , , , , , , , , , , , , , , ,	
III ·	

The Pilot Evaluation	67
Broken promises - struggling for survival	76
A long-standing UNESCO commitment	76
The choice of target area and donor country	76
A successful Pilot period	77
High expectations for the main project to follow	77
A "yes" turning to "no"	78
What went wrong?	79
The continuation of the Ethiopian multi-grade schools	80
Chapter Six Kick-off: The Opening of Multi-grade Schools in	
Ethiopia	82
Introduction ·	82
Teaching and learning materials: Developing Interactive Textb	ooks
for the 1st Cycle	86
Interactive Writing Workshop	87
Textbook writing	91
Professional Build-up and Support Structures	91
Training of selected multi-grade teachers	91
Support structures	92
The Handbook main features	93
Purposes	94
Principles	95
Summing-up and discussion	99
Chapter Seven A Closer Look at Ethiopian Context	103
Introduction	103
IV .	

Ethiopia: Some general features	104
History of Ethiopian Education	107
The period of restoration 1942 – 1946	110
The period of consolidation 1947-1951	111
The period of adaptation and expansion 1951-1960	112
The period of reformation 1961-1971	112
The period 1974-1991	114
Developments since 1991	115
The selected regions, woredas and kebeles for the MG initiati	ve
	119
Chapter Eight Four Years of Multi-grade Practice in Ethiopia	123
Introduction	123
Available evaluation and research data	124
The internal evaluations	124
The external evaluation	125
The breath and quality of the data available	130
The Matter of Improved Access and Improved Enrolment	134
Introduction	134
Parental judgements on access to schooling, school enrolment attendance	and 135
Multi-grade schools eliminating illiteracy? Views and assessn at woreda and regional levels.	nents 144
Woreda level views	145
Regional state level views	-147
Quantitative data on school enrolment and school attendance	148
Conclusions and discussion	151
V	

The Multi-grade School and the Local Community	152
Introduction	152
The school as a community resource	157
The local community as a resource for childrens' learning	160
Conclusions and discussion	163
The Quality of the Multi-grade Schools	165
Introduction	165
How good are the multi-grade schools as seen by the parents?	167
The quality of the multi-grade schools as seen from the position the teachers	on of 169
The multi-grade school and learning outcomes in the subjects English and mathematics	of 173
The quality of the multi-grade school: Conclusions and discus	ssion 178
The Acceptance of the Multi-Grade Approach	181
Introduction	181
A note on costs	182
The education authorities' views on multi-grade schools after a f years' trial	ive 186
The acceptance of the multi-grade approach: Concluding comme	ents 196
Expectations and Accomplishments	198
Recapitulation	198
Principles and priorities	199
Aims and sub-aims	204
Chapter Nine Change on the Horizon	208

A long struggle	208
Glimpses of hope	212
Conclusions and recommendations	213
A note on international conduct	214
On enrolment and attendance	215
On school – home relations	216
On the quality of schooling	217
References	222